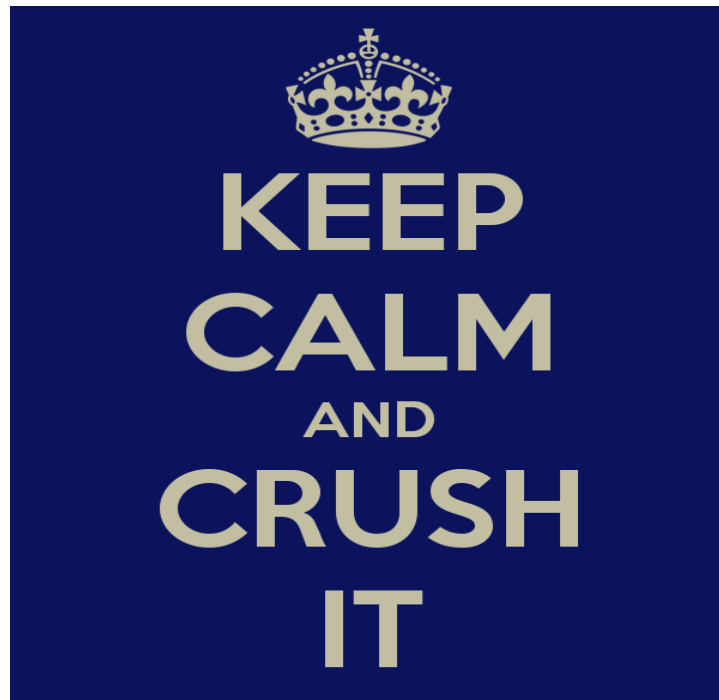


Job Market Boot Camp

CLP 200

Winter Intersession 2017



On the home stretch but don't know exactly what you are going to do after graduation? Unsure how to talk about your curricular and co-curricular activities in professional settings?

Don't worry-we've got you covered! Team-taught by a College of Liberal Arts faculty member and Center for Career and Life Planning staff member, this course helps you package and market your coursework and co-curricular experiences into a successful personal brand. Topics include résumés, cover letters, and interview skills; how to negotiate starting salaries and ask for promotions; deciphering health and retirement benefit plans; budgeting and savings strategies; student loan repayment; and surviving senioritis. Activities include: Networking events with Rollins alums, panel discussions with industry professionals, professionalization workshops, value assessment surveys....and lots of pep talks. ☺

This course is a 2-credit pass/fail course that counts towards the graduation hour requirement.

Course Materials

Required:

- Rollins e-mail account
- Access to Blackboard

Course Information

Instructors:

Dr. Jennifer Queen, Associate Professor of Psychology

Ms. Julia Larson, Associate Director of Career Planning

Course Meets: January 9-13, 2017 9am-12:30pm in Fairbanks 107 & 112

Office Hours: by appointment

Email: jqueen@rollins.edu; jl Larson@rollins.edu

Course Goals

The overarching objective of this course is to provide you with the resources, tools, and skill sets necessary to promote your collegiate experiences in the job market. Many liberal arts students worry that their degrees are not marketable and that their skill sets are not transferrable to the global workforce. While the recent economic downturn means that the job market is more competitive than ever, liberal arts graduates are ideally suited to have both productive and lucrative careers. According to a 2014 AAC&U article, liberal arts graduates made more money on average over the course of their careers than their peers who majored in professional and pre-professional fields.¹ As you will see this week, recent Rollins graduates have gone on to open award-winning restaurants, join prestigious public relations and marketing agencies, work for hospitals, fashion design firms and investment banks.

This course covers a lot of terrain in a very short time, but its guiding principle is to help you identify your strengths, formulate a plan to grow and develop during your time at Rollins, and introduce you to a variety of resources that will help you to market yourself in professional and effective ways.

Course Learning Outcomes

Upon completion of this course, students enrolled in this course will demonstrate competency in the following seven areas associated with career readiness by the National Association of Colleges and Employers (NACE):

1. **Critical Thinking/Problem Solving:** Students will exercise sound reasoning to analyze issues, make decisions, and overcome problems. They will be able to obtain, interpret and use knowledge, facts and data in this process, and may demonstrate originality and inventiveness.
2. **Oral/Written Communications:** Students will be able to articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. Individuals have public speaking skills; are able to express ideas to others; and can write/edit letters and complex reports clearly and effectively.
3. **Teamwork/Collaboration:** Students will be able to build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
4. **Information Technology Application:** Students will be able to select and use appropriate technology to accomplish a given task. Individuals also are able to apply computing skills to solve problems.
5. **Leadership:** Students will be able to leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate, and organize, prioritize, and delegate work.
6. **Professionalism/Work Ethic:** Students will be able to demonstrate personal accountability and effective work habits (punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
7. **Career Management:** Students will be able to articulate their strengths, knowledge, and experiences relevant to the desired positions and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

¹ <https://www.insidehighered.com/news/2014/01/22/see-how-liberal-arts-grads-really-fare-report-examines-long-term-data>

Course Assignments

Your work for this course will include the following:

- Daily individual reading assignments (all available on Blackboard)
- Daily homework assignments
- Daily participation in in-class job preparation workshops and peer reviews
- Pre-and post-assessment surveys

A note about the peer review process: We know that it is super awkward and extremely unpleasant to share personal documents (résumés, cover letters) with peers. And it's downright horrifying to think about muddling our way through several rounds of mock interviews and professional networking events with them. We get it. But here's the deal: we are all friends here and practice makes perfect. The more hands and eyes that your documents can pass through before they land on the desk of a future employer, the better. Which is why we do peer review. If you aren't willing to view others' work or you don't want others looking at yours, you may want to consider another Intersession course. If you go into this process knowing that everyone is in the same boat and that the first rounds of everyone's cover letter/resume/30-second commercial (including and especially your own) are going to be hot messes, then you've got the right attitude. It will all work out okay in the end. We promise 😊

Grading

Your grade for this course will be Pass/Fail. In order to pass this course, you should:

- Attend every class for the entire duration
- Complete all homework and in-class assignments
- Actively participate in group activities and class discussions

You may fail the course if you:

- Miss a class or any portion thereof (i.e. coming late or leaving early)
- Fail to complete homework or in-class assignments
- Fail to participate fully in class activities and class discussion

Class Decorum

This course is designed to help you prepare for life after graduation. In order to promote a positive classroom environment and in an attempt to mimic a real world work environment, we kindly request that you refrain from engaging in discourteous and unprofessional behavior. You would never dream of arriving late, leaving early, reading the newspaper, surfing the Internet, sleeping etc. while at work, so we kindly ask that you don't do those things in our class either. **Note: We are addicted to our phones just like the rest of the world, but also have a zero tolerance policy toward texting during class.**

Finally, please remember that every person is coming to this class with a different level of job preparation under his/her belt and confidence about his/her marketability. You very well may already be proficient in something that we are talking about (resumes, LinkedIn), etc. If so, fantastic! Instead of tuning out or being obnoxious about your amazingness, share the wealth by helping other students in the class master what you already know. In other words, don't be shy about paying it forward because at some point in your career, you will need someone to be equally generous with you.

Disability Services

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons

with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: <http://www.rollins.edu/disability-services/> and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online through *Accommodate* at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process.

Plagiarism

Plagiarism is a serious offense with serious consequences that include failing the course. If you do all your work, the odds are pretty high that you will pass the course, so it would be foolish to cheat on quizzes or take other short cuts. Plus, it makes me sad. Academic honesty is integral to the Rollins learning environment and adherence to the Academic Honor Code is a responsibility affirmed by writing the following pledge on the bottom of all submitted work: “On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

CLASS SCHEDULE

Monday, January 9:

Résumés, Cover Letters, and Conducting a Successful Job Search

9:00-9:15am	Pre-course Assessment
9:15-10:30am	Alumni Panel
10:30-10:45am	Break
10:45-11:00am	Course Overview
11:00am-12:00pm	Group A (Julia Larson): Résumés & Cover Letters Group B (Jennifer Queen): Résumés & Cover Letters
12:00-12:30pm	How to Conduct a Successful Job Search + Job Search Databases and Resources

Homework

Read & View:

- NACE “Top Skills Employers are Looking For”
- Gellman, “Class of 2016 Graduates May Step Into Millennials’ Best Job Market Yet”
- Adams, “The 10 Skills Employers Want Most in 2015 Graduates”
- Ranadive, “A Liberal Arts Degree is More Valuable than Learning Any Trade”
- Quora, “What are the most common mistakes recent graduates make in their first job?”
- Smith, “8 Reasons This is an Excellent Résumé for a Recent College Graduate”

- Rowe TED talk, “Learning from Dirty Jobs”
- Newport, “Follow Your Passion is Wrong”

Tasks:

- Produce a résumé draft
- Produce a cover letter draft

Both your résumé and your cover letter should be targeted to a specific job (ideally one for which you are planning to apply).

Optional: Complete Focus2, an online assessment tool that allows you to see how your interests, values, and skills relate to potential careers.

Bring to class tomorrow:

- 2 hard copies of your résumé and cover letter
- electronic copy of your résumé and cover letter (i.e. bring your laptop or tablet)
- 1 paper copy of the job posting to which your résumé and cover letter are targeted

Tuesday, January 10:

LinkedIn and Professional Networking

9:00-9:30am Rotation 1

Group A (Larson): Résumé Peer Review

Group B (Queen): Cover Letter Peer Review

9:30-10:00 Rotation 2

Group B (Larson): Résumé Peer Review

Group A (Queen): Cover Letter Peer Review

10:00-10:15am Break

10:15-11:00am Rotation 3

Group A (Larson): LinkedIn Introduction

Group B (Queen): Professional Networking Emails and Conversations + Professional Dress

11:00-11:45am Rotation 4

Group B (Larson): LinkedIn Introduction

Group A (Queen): Professional Networking Emails and Conversations + Professional Dress

11:45am-2:00pm Individual résumé and cover letter appointments with Instructors and CCLP staff

*** Bring 1 hard copy of your REVISED documents to this appointment**

Homework

Read & View:

- Green, “8 Things Never to Tell and Interviewer, Even if They are True”
- Smith, “29 Words You Should Never Say In a Job Interview”
- “How to Answer the 31 Most Common Interview Questions”
- Cobert, “Standing Out from the Crowd: How to Nail a Group Interview”
- Arruda, “The Five Most Important LinkedIn Features You Aren’t Using Correctly”

Tasks:

- Generate a polished draft of résumé and cover letter based on suggestions made by peers and instructors
- Generate a LinkedIn profile
- Produce 3 sample professional networking emails

Bring to class tomorrow:

- 1 paper copy of your polished résumé and cover letter
- 1 paper copy of your professional networking emails

Wednesday, January 11:

30-Second Commercial and Job Interviews

9:00-10:15am Guest Speaker: Alex Groendendyk, author of *This is Who We Hire*

10:15-10:45am Rotation 1

Group A (Larson): Advanced LinkedIn

Group B (Queen): Professional Networking as Rollins Alumni

10:45-11:15am Rotation 2

Group B (Larson): Advanced LinkedIn

Group A (Queen): Professional Networking as Rollins Alumni

11:15am-12:30pm

Group A (Larson): 30-second commercial and interview prep

Group B (Queen): 30-second commercial and interview prep

Homework

Read:

- Hannon, “11 Essential Money Tips for New College Graduates”
- “How to Create Your First Budget in 30 Minutes or Less”
- Fairchild, “Even More Twenty-Somethings are Living With Mom and Dad Than You Think”
- Udland, “Millennials are Crushing the Job Market”
- Cuddy, TED Talk: “Your Body Language Shapes Who You Are”

Tasks:

- Produce written bullet-point draft of 30-second commercial
- Practice 30-second commercial with partner
- Produce written bullet-point answers to frequently asked interview questions

Bring to class tomorrow:

- 1 paper copy of your most recent résumé

Thursday, January 12:

Life Skills After College

9:00-10:30am Mock Interviews: No Official Class Meeting During this time.

You will participate in mock interviews with Instructors and CCLP staff members.

10:30-11:00am Interview follow-up; Friday overview; How to submit questions for tomorrow

11:00-11:45am Themed Workshops (Choose 1)

- Budgeting and Paying Off Debt
- Evaluating Job Offers
- Your Digital Footprint

11:45-12:30pm Themed Workshops (Choose 1)

- Budgeting and Paying Off Debt
- Evaluating Job Offers
- Your Digital Footprint

Homework

Read:

- NACE, “Job Outlook: Hiring for U.S. Jobs Expected to Be Flat”
- NACE, “Employers Rate Job Market for Class of 2017 as “Good””
- Tugend, “Just Graduated, and Fumbling Through a First Job”
- BuzzFeed, “The 12 Struggles of Life After College”

Tasks:

- Revise and practice your 30-second commercial and interview question answers
- Write 3 questions about the job search process & bring to class
- Post link to favorite job search websites on BB

Come to class tomorrow dressed in professional attire!

**Friday, January 13:
Game Day!**



9:00-10:15am	Job Search Outlook information & Job Search Process Q&A
10:15-11:00am	Last minute practice/prep for Mock Cocktail Hour Event
11:00-11:45am	Mock Cocktail Hour with Alumni
11:45am-12:15pm	Group Feedback
12:15-12:30pm	Post-course assessment